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ABSTRACT

Manitoba's Community Colleges' Adult Basic Education (ABE) programs are changing from traditional delivery system/group instruction to a multi-mix, multi-media individualized instruction systems approach. The major aim is to provide a broader-based program which will have, in addition to Academics, a pre-occupational as well as a social (life coping skills) aspect. The overall purpose of the ABE program is to assist the student via activities or combinations of activities from the three tracks (academic, pre-occupational, social) to become and to remain gainfully employed. This document presents synopses of the three-track program, including specific examples of the units contained in each, and discussions of the actual operation of the program. (Author/PC)

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ED109515

# MANITOBA'S ADULT BASIC EDUCATION PROGRAM

LOCATIONS:
1. RED RIVER COMMUNITY COLLEGE
   2055 Notre Dame Avenue
   Winnipeg, Manitoba
   R3H 0J9

2. ASSINIBOINE COMMUNITY COLLEGE
   Brandom, Manitoba

3. KEEWATIN COMMUNITY COLLEGE
   The Pas, Manitoba

Presented at: Canadian Guidance & Counselling Association
Western Regional Conference
Calgary, Alberta
June, 1974

Presented by: Lila M. Larson
Resource Personnel
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CG007637

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## A.B.E. PROGRAM OBJECTIVES

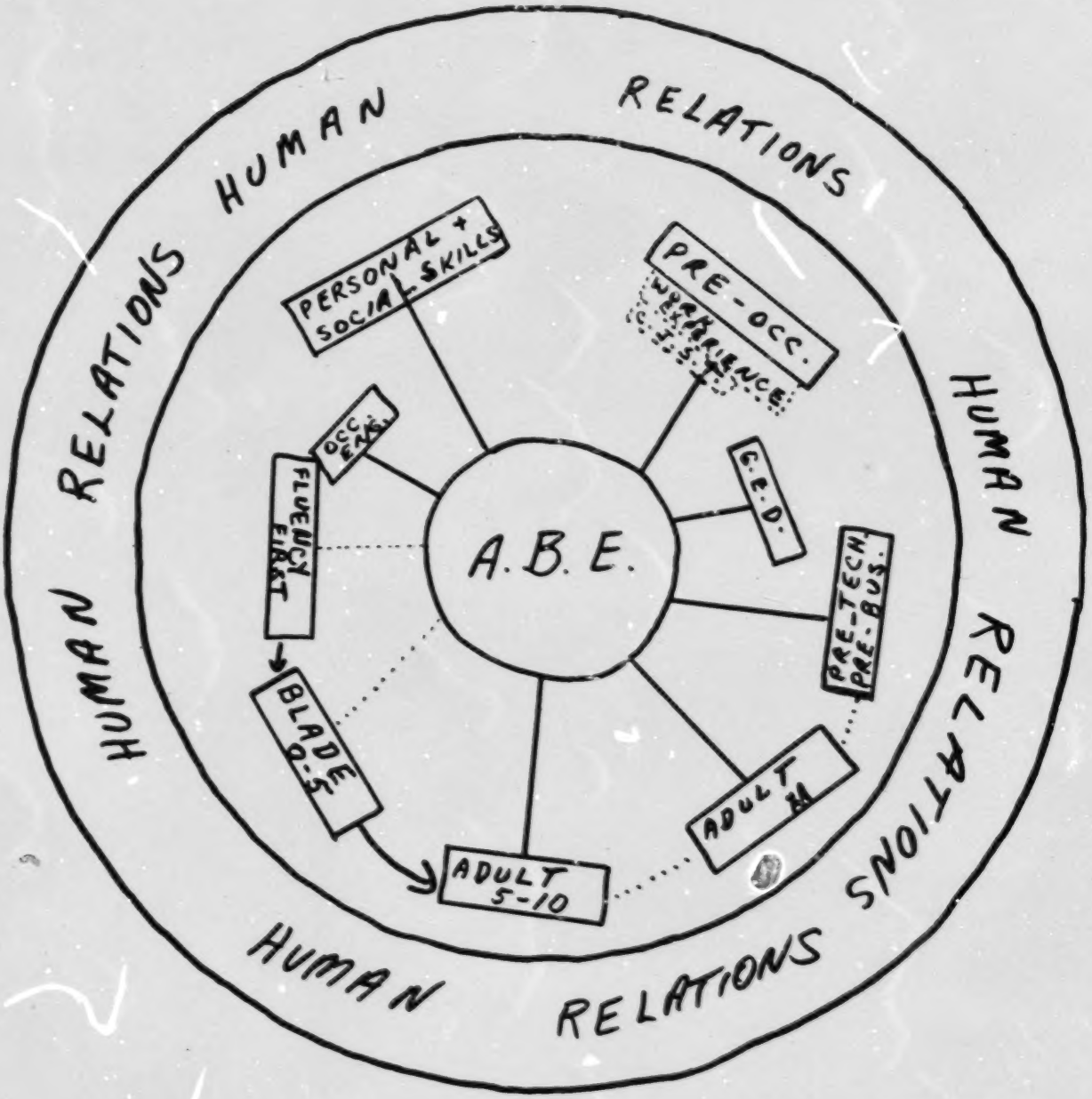
## IN MANITOBA

1) TO ASSIST ADULTS TO GAIN BASIC COMMUNICATIONS, COMPUTATIONAL, AND PROBLEM SOLVING SKILLS FOR ENTRY INTO SKILLS TRAINING OR FURTHER EDUCATION.

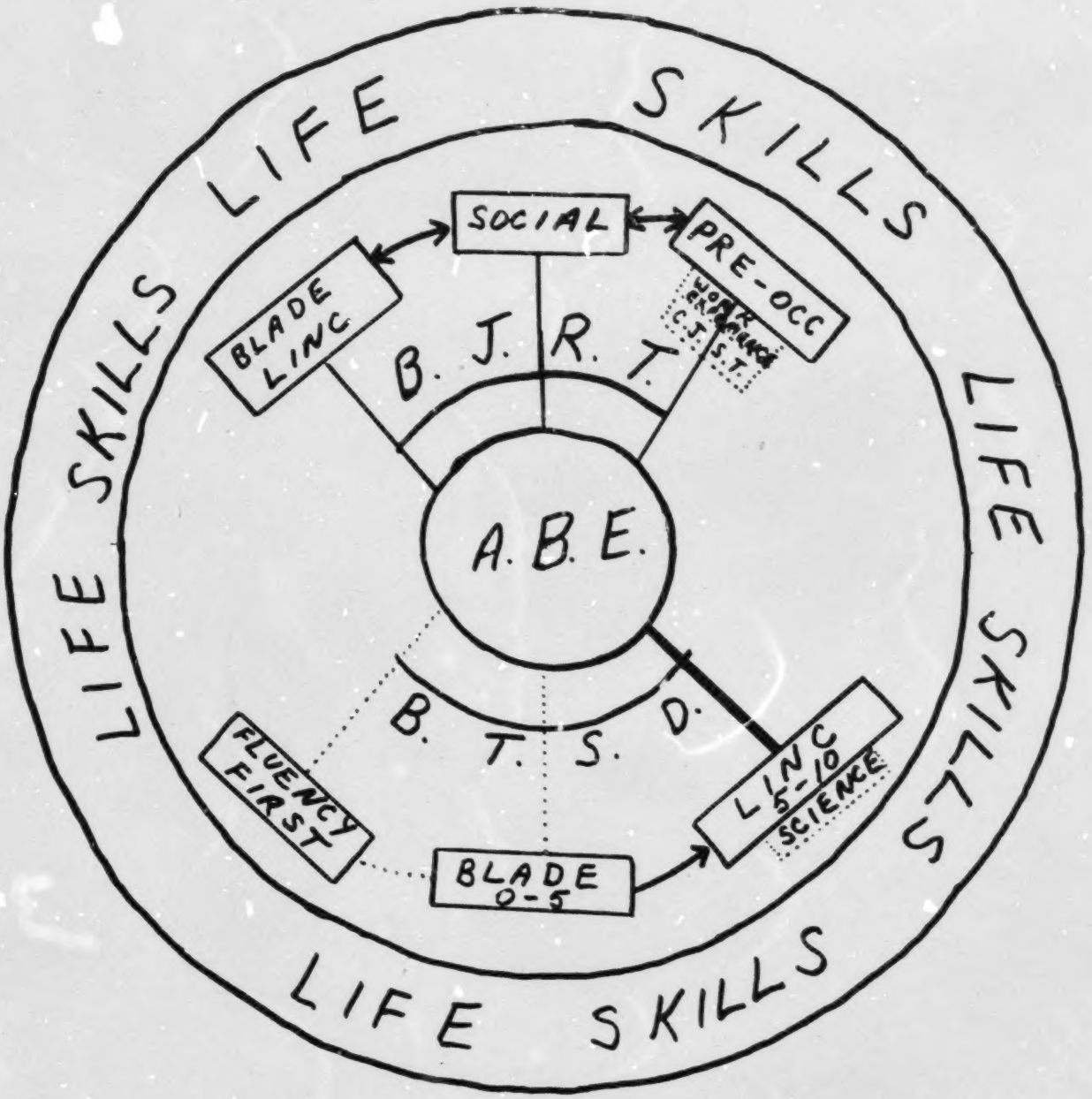
2) TO ASSIST ADULTS TO DEVELOP COMPETENCIES IN CHOOSING A CAREER OR VOCATION.

3) TO ASSIST ADULTS TO DEVELOP PERSONAL AND SOCIAL SKILLS OR COMPETENCIES TO ENABLE HIM TO BECOME AN EFFECTIVE WORKER AND MEMBER OF HIS COMMUNITY.

ADULT BASIC EDUCATION AS OPERATED AT RED RIVER COMMUNITY COLLEGE



ADULT BASIC EDUCATION AS OPERATED AT ASSINIBOINE COMMUNITY COLLEGE



RED RIVER COMMUNITY COLLEGE

A.B.E. PROGRAM COMPONENTS

PRIOR TO 1973

1) ADULT 5 - 10

2) ADULT 11

3) OCCUPATIONAL ENGLISH

4) CURRICULUM DEVELOPMENT: IND. ADULT 5 - 10

1973 - 1974

1) B.J.R.T. (ADULT 0 - 5)

2) ADULT 5 - 10

3) ADULT 11

4) PRE-TECHNOLOGY

PRE-APPLIED ARTS & BUSINESS

5) CURRICULUM

DEVELOPMENT:

- IND. ADULT 11
- IND. PRE-TECHNOLOGY

6) SPECIAL PROJECTS:

- G.E.D.

TESTING SERVICE

G.E.D. PREPARATORY COURSE

- COMPUTER ASSISTED INSTRUCTION - IN COOPERATION WITH OTHER DEPARTMENTS.

OPTIONS:

- HUMAN

RELATIONS

- PRE-OCCUP.

ORIENTATION

PLANNED AND UNDER DEVELOPMENT

1) CURRICULUM DEVELOPMENT:

- IND. ADULT 11B
- IND. PRE-ARTS & BUSINESS COURSES
- OCCUPATIONAL ENGLISH

2) DEVELOPMENT OF CORRESPONDENCE PACKAGES

3) CAREER EXPLORATION PROJECT IN CONSORT WITH THE LEARNING RESOURCES CENTRE.

4) REMEDIAL WORK WITH CLIENTS SEEKING ENTRY TO COURSES IN THE COLLEGE.

5) COMBINED TRADES AND SKILL TRAINING IN THE COLLEGE.

6) CONVERSATIONAL FRENCH OPTION FOR COLLEGE STUDENTS.

December 1974

# ADULT BASIC EDUCATION IN MANITOBA

## Purpose

The Community Colleges' ABE(Language Fluency, BJRT, BTSD, etc) programs in Manitoba have undergone and are still undergoing a series of innovative changes in line with developments in other provinces and in consultation with the major sponsoring agency the Canada Department of Manpower and Immigration. From a traditional delivery system, group instruction, the programs are moving toward a multi-mix, multi-media individualized instruction systems approach. From an essentially single objective philosophy - facilitation of skill training through academic upgrading - they are moving towards objectives which call for a student centered approach i.e. the development of the individual so that he/she can engage in purposeful activities of his/her choice.

The major aim, is to provide a broader based program, which will have, in addition to Academics, (Mathematics, Communications, Science) a Pre-Occupational aspect and a Social (life coping skills) aspect. It is anticipated that this broader base will make for a total delivery system of services, rather than fragmented series of services. It is also anticipated that certain aspects of the ABE program will be incorporated into community development programs, work activity projects, skill training and certain types of training on the job programs.

## Content

Academic - The academics - mathematics, communications and science (where appropriate) will be offered, for the most part, on an individualized

basis. The lower levels - adult grades 1 to 5 will use the Basic Literacy for Adult Development (BLADE) developed by the Training and Research Station of Prince Albert, Saskatchewan. Adult grade 5 to 10 will be delivered via the Learning Individualized for Canadians (LINC) framework in Mathematics and Communications. The LINC programs were also developed by the Training and Research Station of Prince Albert. It is anticipated that adult 5 to 10 Science will also be offered through individualized instruction. Work is presently taking place to develop the necessary organization and materials to achieve this individualization. Some classes will continue to be delivered using the traditional materials until it is decided to phase them out.

Pre-Occupational - The major purpose of this aspect of the program is to enable students to get first hand information about the World of Work and to get information about themselves that will assist them in crystallizing an occupational choice. Some elements of this aspect of the program include:

Implications of different occupational choices
Understanding of self
Understanding of the World of Work (Career clusters)
Decision making skills
Occupational preference
Explorations of actual work situations, etc.

Social- This aspect of the program consists of life coping skills and personal skills and human relations. The former is further broken down into the following:

Money management and family life
Health education
Community and leisure and citizenship and government

The personal skills and human relations, on the other hand deal with more indepth behavioral changes.

Placement into Program and Course Duration

Since the ABE programs consist of two grade level "divisions" i.e. BLADE (1 to 5) and LINC (5 to 10), placement test instruments will be used to indicate into which of these "divisions" a student will start.

Individualized Instruction implies individual rate of progress. Students who start the program in the BLADE division will probably average between 10 to 12 months before obtaining their adult 10. However, it is anticipated that students in the LINC program will take approximately 6 to 7 months to obtain their adult 10 if they start at the adult 5 level.

Certification

Certificates may be issued at three points in the ABE program - adult 5, adult 8, and adult 10. In addition to the certificates for grade level standing students will be given DACUM charts which indicate the modules of academic work completed successfully.

On completion of their program students will be given the opportunity to write the General Educational Development (GED) test which will provide them with a High School Equivalency Certificate which they can use for necessary job pre-requisites.

Conclusion

The major overall purpose of the ABE program is to assist the student via activities or combination of activities from the 3 tracks to

become gainfully employed and to remain employed. In the past, the majority of the students in ABE programs have not gone on to occupational training courses at institutions and the program should not focus on further institutional training but rather on the many occupations that are available to students on a direct entry basis from the ABE program. It should be kept in mind that the best thing that can happen to a student is for her/him to get a permanent job in the occupation of her/his choice. This can occur at any time in the program - the completion of all parts of the ABE program should not be seen as a necessary pre-requisite for graduation.

# FLUENCY FIRST

FLUENCY FIRST is a course to teach oral English as a second language to people who are not literate in any language. The need for such a program has been apparent for many years, particularly in those parts of Canada with substantial Indian and Inuit populations.

The Fluency First course was planned and developed by the Training Research and Development Station of the Department of Manpower and Immigration at Prince Albert, Saskatchewan.

The principal aims of the Fluency First course are to help a student:

1. Develop a knowledge of the sound system of English, the basic English structures, and vocabulary that is relevant to his immediate needs as well as to his long-term personal and educational goals.

2. Develop the Communicative skills of comprehending these spoken words and structural patterns, and producing them accurately and appropriately during actual encounters with English-speakers.

3. Develop the confidence in his ability to use oral English that is necessary if he is to enter upgrading courses or take occupational training.

During 1972-73 the Fluency First course was field tested at the following four locations:

Brochet, Manitoba; Buffalo Narrows, Saskatchewan;
Grourard, Alberra; Wollaston Lake, Saskatchewan.

As a result of these field tests the course is now undergoing revision and will be available in the spring of 1974. It is the intention of TRANDS to run a one-month training session either next summer or fall (1974) to train instructors in the use of the Fluency First materials. Training will focus on the teaching of English as a second language.

## OCCUPATIONAL ENGLISH

This course offers instruction in English as a second language to persons who are unemployed because they lack proficiency in English. Its major purpose is to provide students with the means for developing their ability to communicate in English. The course is being offered at Red River Community College and has been designed specifically for non-English Speaking immigrants. There has been a sprinkling of French Canadians enrolled in the course from time to time. Also, the majority of candidates enrolled in this course are usually literate in their own language.

The course consists of three 8 week segments - basic, intermediate and advanced:

The first segment consists of basic vocabulary related to practical situations, basic grammar and mechanics together with elementary reading and writing.

The second segment includes further vocabulary development, sentence writing, reading of newspapers, magazines, etc.

The final segment includes the writing of compositions, letters, reports and the filling out of application forms etc.

# THE BLADE PROGRAM
## BASIC LITERACY FOR ADULT DEVELOPMENT

The BLADE Program raises adults to a measured Grade 5.0 level in reading, other communication skills, and mathematics. It also teaches the student how to go about the process of learning and it provides some basic facts for effectual living in a literate world.

It is completely individualized: it tells the student what he is to learn, provides the materials and dynamics for learning it, tells him how to use the instructional sequence, tells him how well he should learn the content, and gives him the means to find out if he has met these criteria before he exposes himself to an informal test of his progress.

The instructor has an important role in the learning process - not as the giver of all information but as the guide, tutor and encourager of the student, and judge of his performance. The student consults the instructor at any time when he needs specific help. At strategic points he is directed to consult with the instructor.

The program is constructed to meet clearly expressed behavioural objectives. It is sequenced on the spiral curriculum plan: a content area is dealt with several different times, on progressively challenging levels.

The media include audiotapes (cassettes), texts, study sheets, study cards, exercises, and some manipulative items. The instructional texts have two-column pages: the left side is what the student looks at, and the right side is the verbatim text of the tape relating to the corresponding material on the left side. The tape does not "read the book", but keeps the student responding and interacting in a variety of ways.

The two most unique features of the Program are the tape-text combination and the cueing system. The cueing shows the student how a word is pronounced, thus helping him to recognize the word.

### The BLADE Materials - General Description

The instructional materials are all original, and designed specifically for the BLADE Program. They are adult in context, and they utilize adult mental abilities.

The 115 instructional books vary in size from about 20 to 50 pages. This

The BLADE Program
continued.

format provides a frequent sense of completion on the part of the student, and facilitates the simultaneous use of one set of materials by many students, each working at his own level.

The instructional materials are not consumed in use, but remain indefinite re-usable. Notes to the instructor appear throughout the texts. The notes are numbered and boxed, and are not included on the tape.

The behavioural objectives of each Unit are listed on the cover, and each one is repeated in the text at the beginning of the sequence which deals with it. These, too, are boxed and not included on the tape, although an introductory paragraph is provided for the student in each instance.

The table of contents is on the cover visible at a glance. It provides page references for the objectives and other items to which the instructor might wish to refer.

Page numbers of the Unit book are announced on the Unit tape, for convenience in locating a particular instructional sequence.

The student is responsible for his own learning process and for assessing his own performance. He marks much of his own work. However, this material is designed to keep the instructor in close touch with the student's achievements and difficulties. There are periodic "checks" by the instructor, and he marks all the formal exercises (which are actually informal tests), and the Unit End Test which occurs on the completion of each book or "Unit". The student asks for help whenever he needs it.

The rationale is directed toward success for the student. He does not ask for an exercise or test until he believes he is well prepared for it. Often the instructor is counseled to quizz him orally and look at his written work, to insure that he is ready. This avoids failure and repetition of exercises and tests.

The student keeps his completed exercises in his binder, as a record of achievement and for reference purposes.

Since many adults who cannot read are more advanced in mathematics, the mathematics materials are designed so that reading is not required until the beginning of Level 4 - Measurement and Fractions.

Communication and Mathematics are each arranged in Levels numbered 1 to 4. In Mathematics, these levels represent the usual progression through the subject area. In Communication, Level 1 takes the student to approximately a "Grade 4" reading competence; Levels 2 and 3 increase his reading vocabulary and skill, and his writing and spelling competence; Level 4 drops the cueing and gives him experience

The BLADE Program
continued.

in practical applications of what he has learned.

There are supplementary reading books and other items detailed in the list of materials in Appendix VI of the Instructor's manual.

"Facts for effectual living" are contained in the "Bare Facts" set of 14 booklets on various topics. These may be used for oral discussion or as reading assignments. Information useful to the student is included informally and unobstrusively from time to time throughout the materials. "Learning how to learn" is emphasized, where relevant.

The orientation of all the materials is adult, Canadian, and practical.

It is also of interest to note that students completing the BLADE program have often progressed beyond the grade 5 level.

## THE LINC PROGRAM

Learning Individualized for Canadians (LINC) is an instructional program for adults in a 5 - 10 grade range. It is an individualized systems process involving diagnosis, multi-level placement, prescribed learning activities and continuous student evaluation. The program has three specific areas, all within the 5 - 10 grade range. They are: LINC Communications, Developmental Reading, LINC Communications Functional Reading and LINC Mathematics. The content of the program allows persons to enter at an approximate grade 5 level and to complete, progressing at their own best rate, at an approximate grade 10, or trades entry level.

The objectives of the program are to reorient the adult student to formal training in a manner best suited to his particular experience, background and learning characteristics; and to help the adult to develop core knowledge and skills in Communications and Mathematics which are prerequisite to occupational training and a high level of functional literacy.

The individualized process utilized in the LINC program allows for greater flexibility than traditional delivery methods. Students need not all be enrolled on the same starting date, i.e. a continuous intake may be built into the training program.

# NOTES ON BASIC JOB READINESS TRAINING

Presented at:

Canadian Guidance & Counselling Association
Western Regional Conference
Calgary, Alberta
June, 1974

Presented by:

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Reource Personel
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Red River Community College
Winnipeg, Manitoba
R3H 0J9

## BASIC JOB READINESS TRAINING (B.J.R.T.)

B.J.R.T. is a term used to describe a course designed for students with special needs. Exercising flexibility and utilizing new approaches to working with the "disadvantaged", it is believed that the course content will be successful in assisting students to find and hold meaningful employment.

Recognizing that many of our students can become productive members of the labor force, we hope to "reach out" to them, to build a trusting relationship between instructor and student, student and student, and eventually employee and employer.

The course is designed to meet individual student needs by first, providing the non-academic training required for immediate and suitable employment or additional training as preparation for employment. It is centered upon a core of basic social communications skills designed to aid the student in coping more effectively with the problems encountered in everyday life. Hopefully this will accommodate those persons for whom present courses are inappropriate or inaccessible.

The course as outlined by the DACUM CHART is designed to assist those persons who, for various reasons, are not presently functioning in the labour force. It is as flexible as it needs to be - according to individual needs.

It's primary objective is to produce happy and socially-contributing individuals.

Some notes on

BASIC JOB READINESS TRAINING

BJRT is a term coined by the Federal Department of Manpower and Immigration. It is a program designed to serve some of the clients for whom present courses are inappropriate or inaccessible. The program recognizes that the needs of clients vary greatly between different regions, between rural and urban areas, between native canadians and others and between individuals within any single group. The programs underBJRT are therefore adaptable to the special needs of identifiable groups and have provision for individualization of training within the program. BJRT has as some of its major purposes the following: meaningful employment, training on the job, training in industry, skill training, further ABE training and preparation for locally sponsored Federal and Provindial employment programs.

Type of Clientele

The trainees are by definition adults who are unemployed and under-employed but who posses a variety of life experiences. They have various kinds of educational deficiencies, respond to different types of instruction, learn at their individual rates and are motivated by a variety of forces. They do have a common goal though, meaningful activities which will benefit themselves and their families. It might be of interest to note that a recent study done by Len Goodwin of the Brookings Institute of New York shows that the so called "disadvantaged" and "hard core unemployed" are not different from the dominant majority in that if given the opportunity and necessary skills (social, work etc.) they can function effectively - they want to be productive, they just don't know how.

Program Specifics

BJRT in Manitoba has three broad headings, which are as follows:

i. Academics

Since this aspect is seen as covering the grades 0-10, a language fluency component (TRANDS' Fluency First) is the first stage. The Fluency First course is designed for candidates who lack fluency in the language of instruction. This course is presently being reviewed by TRANDS and will be ready for implementation by next fall. However, TRANDS personnel have advised that they can provide orientation for instructors if there is great demand this year.

BLADE and LINC type programs follow through from Fluency First and, combined, they have the capability of providing sufficient academics to take the individual up to an adult grade X level. It is recommended that students write the G.E.D. at the completion of their program.

ii. Development of Personal and Social Skills

A comprehensive resources book has been compiled for use by instructors on a students' needs basis. As pointed out in the preface of the resources book optimum utilization will occur if the topics to be covered are mutually selected by both instructors and students. "Heavy" personal growth activities should be ignored bu instructors until they have developed the capabilities to deliver these aspects.

iii. Pre-Occupational

This aspect of the BJRT program has been developed in the form of a resources book.

The focus on this segment of the BJRT program is as follows:

a. Work experience - First hand experience of several job situations may effectively complement other segments of the program. Trainees might want to spend periods of about 2 to 5 days on various job sites. Experience may range from observing and inter-acting with employees to actually working on the job, but in no case will the trainee receive any pay other than his normal allowance. Also, the trainee will continue to remain the responsibility of the institution.

b. Job Orientation - Where training is offered at an institution which also teaches vocational skills it may be possible to utilize existing facilities for a relatively short period each day or week to offer training and exposure to such skills as wood or metal working, automotive repairs, typing etc.

If training is away from such facilities, it still may be possible to arrange projects which will enhance manual skills, re-inforce the relation between training and employment and provide a change of pace from classroom training.

Originally, BJRT was seen by Canada Manpower as being discrete within the ABE spectrum, ie. Fluency First + BJRT + BTSD = ABE. However, because of its broader offerings it is being requested by agencies in lieu of the old Adult 8 and Adult 10. R.R.C.C. is offering it as a "low level" program while A.C.C. and K.C.C. are offering it in the "0-10" range.

Although one of the prime objectives of BJRT is to make all graduates "job ready" for entry into the labour market, some persons may benefit from further academics or skill training. BJRT graduates could also be

considered for employment opportunities presented through training industry or training on the job contracts.

The recognition that other factors outside the scope of Manpower training may adversely effect the client's success in becoming a productive member of the labour force will, in some cases, necessitate the utilization of services which can only be provided by outside agencies. Among the services likely to be needed by some clients or their families are personal, financial or family counselling, special financial assistance and the like.

Close working relations need to be established with community and provincial agencies to ensure that services are made available. In addition some of the agencies might become a major source of clients for BJRT.

Necessary Resources

In the 0-10 spectrum there will be the need to provide Fluency First, BLADE and LINC together with the Social and Pre-occupational tracks (Resources books). Language courses may be deferred unless they are of extreme priority. It is suggested that BLADE and LINC be the focus for the rest of the 1973-74 academic year.

Whenever and wherever possible, arrangements should be made with local stores, garages, etc. for students who are so inclined, to spend "work experience" time on the premises.

Course duration

This will vary with the individual and perhaps also with the location, but generally it is expected that the course duration will be in the vicinity of 6 months.

Staff Training

Instructional staff will have to be familiar with the BLADE and LINC programs; this means that the instrudtors will need to have an understanding and appreciation of the systems approach to individualized learning utilized in the BLADE and LINC programs. They will need to be familiar with the resourdes book developed for the other aspects of the program. No extensive staff training is envisioned. The qualities of empathy, willingness to help and an innovative attitude together with the necessary subject matter competencies should initially suffice.

The Urban-Rural Differential

Programs offered in an urban area will benefit from the availability of resources. Rural programs will certainly have to be modified in terms of the resources and personnel available. However, arrangements may be made to have individual or small groups of rural students visit urban areas spending 2 to 5 days at the Community College - this may even be extended to the point where students can participate in the "work experience" activities. The RRCC Coordinator for this aspect of BJRT may be the key person.

Student Ratio

Experience to date would indicate that 15 students per class is reasonable. However, if students are enrolled over a period of time the ratio may be increased effectively. Instructors using the LINC and BLADE programs have found it to be very demanding for the first month if there is a "group intake" of 12 or more. As a result, ACC and KCC personnel have been able to negotiate a continuous intake CPN with CMC.

MANPOWER CIRCULAR

CIRCULAIRE DE LA MAIN-D'OEUVRE

MA 23 CIRCULAR NO: 1

DATE: October 9, 1973

SUBJECT: CMTP - INSTITUTIONAL TRAINING CRITERIA, TYPES OF TRAINING AND POLICY
Basic Job Readiness Training

(This circular is for information only until such time as Regional Officers advise CMCs that BJRT courses are available and referrals may be made)

GENERAL

1. (1) Basic Job Readiness Training (BJRT) is a term used to describe lower level BTSD courses designed for clients with special needs. The program reflects the result of work done by the provinces in the past few years to develop basic training programs for the disadvantaged. The program content is flexible, and essentially BJRT is an expansion of BTSD to include additional non-academic training required to help a client prepare for entry into the labour market. This training is to be made available when required, rather than the regular BTSD.

(2) For identification purposes, BJRT has been assigned a distince 3 digit occupational classification code (060 series, see Appendix "C" of Chapter 25). Where such training is already in progress, no change to the coding is required until new

CIRCULAIRE MA 23 NO 1

DATE: le 9 octobre 1973

SUJET: PFMC - FORMATION INSTITUTIONNELLE-CRITERES, GENRES DE FORMATION ET POLITIQUE DU MINISTERE.
Formation préparatoire à l'emploi

(La présente circulaire ne servira qu'aux fins d'information jusqu'à ce que les Agents régionaux avertissent les CMC que des cours de formation préparatoire à l'emploi sont disponibles et que des usagers peuvent y être envoyés.)

GÉNÉRALITÉS

1. (1) Par formation préparatoire à l'emploi on entend des cours préparatoires à la formation professionnelle, de niveau peu élevé, destinés aux usagers qui ont des besoins spéciaux. Le programme traduit les rélultats des efforts des provinces au cours des dernières années pour mettre sur pied des programmes de formation préparatoire pour les défavorisés. Le contenu du programme est souple et la FPE est avant tout un supplément des CPFP, comportant une formation supplémentaire non scolaire qui aide les usagers à s'intégrer au marché du travail. Cette formation sera offerte au besoin à la place d'un CPFP ordinaire.

(2) Aux fins d'identification, la FPE a un code de classification professionnel distinct de trois chiffres (série 060; voir l'Appendice "C" au chapitre 25). Là où cette formation est déjà dispensée, il est inutile de changer le code avant que de nouveaux avis

MANPOWER MANUAL

CPNs are issued. The BJRT code should be used if the program content includes any course element outlined in this paper in addition to Basic Education and Life Skills.

(3) The volume, location, duration, etc , of BJRT will be determined by the Manpower Needs Committee in response to local needs.

(4) With a more flexible training duration and re-referral policy, the BJRT program should enable the Department to serve many clients for whom present courses are inappropriate or inaccessible. The BJRT program recognizes that the needs of clients vary greatly between different regions; between rural and urban areas, between native Canadians and others, and between individuals within any given group. It therefore encourages the development of programs which are not only adapted to the special needs of identifiable groups, but which also provide for individualization of training within the program.

(5) The program outlined in this circular shares the fundamental fundamental objectives of CMTP; to enable the client to upgrade his basic skills and knowledge to the point at which he can obtain suitable employment or can enter further training as preparation for employment. The emphasis of BJRT

GUIDE DE LA MAIN-D'OEUVRE

d'achat de cours ne soient émis. On doit utiliser le code de la FPE quand le contenu du programme comprend un des éléments exposés dans le présent document, en plus de l'Education de base et de la Dynamique de la vie.

(3) Le Comité des besoins en main-d'oeuvre déterminera le volume, le lieu, la durée etc. de la FPE, en fonction des besoins locaux.

(4) Avec une durée de formation plus souple et une politique d'envoi à une autre cours, la FPE devrait permettre au Ministère de desservir plusieurs usagers auxquels les cours actuels ne conviennent pas ou sont inaccessibles. Le programme de formation préparatoire à l'emploi tient compte du fait que les besoins des usagers varient beaucoup d'une région à l'autre, ne sont pas les mêmes dans les régions rurales et les régions urbaines, et que les Canadiens de naissance et les autres, ou que les membres d'un groupe donné n'ont pas tous les mêmes besoins. Il encourage donc la mise au point de programmes qui soient non seulement adaptés aux besoin de groupes donnés, mais qui permettent aussi une formation individualisée.

(5) Le programme exposé dans la présente circulaire a les mêmes objectifs fondamentaux que le PFMC. Il vise à permettre à l'usager de perfectionner ses aptitudes et ses connaissances afin de pouvoir obtenir un emploi convenable ou de recevoir une autre formation le préparant à exercer un emploi. La

MANPOWER MANUAL

will, however, be more heavily weighted than that of regular BTSD towards preparing clients for direct entry into the labour market.

OBJECTIVES

2. (1) BJRT will serve clients who are seriously disadvantaged economically and socially by a lack of educational and other employment-related skills and who are not immediately capable of functioning effectively in regular BTSD or vocational skill courses. The primary objective of BJRD courses will be to prepare trainees for entry into the labour market directly or through such programs as Training-on-the-job. Training-in- Industry, the Local Employment Assistance Program, the Local Initiatives Program, or through subsequent skill training.

(2) For some clients, BJRT may serve as preparation for higher level BTSD courses, which will in turn lead to employment via the routes mentioned above.

PROGRAM CONTENT

3. The Basic Job Readiness Training Program offers a framework within which specific course elements may be combined to form packages appropriate to the needs of various types of clients. The following represents

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formation preparatoire à l'emploi visera surtout, et plus que les CPFP ordinaires, à preparer les usagers à entrer directement sur le marché du travail.

OBJECTIFS

2. (1) La formation preparatoir à l'emploi desservira les usagers qui sont gravement désavantagés, sur le plan économique et le plan social, car il leur manque l'éducation et les autres compétences nécessaires à l'emploi et qui ne sont pas immédiatement en mesure de suivre efficacement un CPED ou un cours de formation professionnelle. Le principal objectif de la formation préparatoire à l'emploi sera de préparer les stagiaires à entrer sur le marché du travail, soit directement, soit par le truchement d'un programme tel que la formation en cours d'emploi, la formation dans l'industrie, le Programme d'aide à la création locale d'emplois ou le Programme des initiatives locales, soit encore par le truchement d'une formation professionnelle.

(2) Pour certains usagers, la formation préparatoire à l'emploi peut servir de base au CPFP, qui, à son tour, mènera à un emploi comme indiqué plus haut.

ÉLÉMENTS DU PROGRAMME

3. Le Programme de fromation préparatoire à l'emploi offre un éventail d'éléments bien détérmines qui peuvent être combinés pour former un tout approprié aux besoins de divers usagers. Voici un exposé général

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in broad outline, the elements which are at present envisaged as potentially useful in BJRT projects:

(1) Basic Education

BJRT courses will centre upon a core of basic communications and mathematics training. Specifically, reading, writing, oral communication and arithmetic will be given primary emphasis in the basic education component. In some cases where a need can be demonstrated, a limited amount of elementary science may prove beneficial.

(2) Language Fluency

The literacy training which is envisaged as part of ite (1) above presupposes reasonable fluency in the language of instruction. For clients lacking such a level of fluency, it may be necessary to incorporate an intensive unit of language training as preparation.

(3) Life Skills Training

The term "life skills training" is being used here in a generic sense to refer to various programs designed to aid the client in coping more effectively with the problems he encounters in his every-day life and work experience. It is expected that life skills training will increase both the client's knowledge and his problem-solving skills in such areas as family and community life, finances, personal problems and employment.

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de ces éléments qui, estime-t-on actuellement, devraient être utiles dans les programmes de formation preparatoire à l'emploi:

(1) Éducation de base

Les cours de formation preparatoire à l'emploi portent surtout sur les principes de communications et de mathématiques, à savoir notamment la lecture, l'écriture, la communication orale et le calcul. Dans certains cas, lorsque le besoin s'en fait sentir, un aperçu de sciences élémentaires peut être utile.

(2) Cours de langue

La formation scolaire envisagée dans la partie (1) ci-dessus suppose une connaissance suffisante de la langue d'enstruction. Pour les usagers qui ne l'ont pas, il faudrait peut-etre inclure un cours intensif de langue, à titre de préparation.

(3) Dynamique de la vie

L'expression "dynamique de la vie" est utilisé ici dans son sens générique et s'applique à divers programmes destinés à aider l'usager à faire face aux problèmes de tous les jours et à ceux de son milieu de travail. Une formation de ce genre augmentera sans doute les connaissances et l'aptitude de l'usager à régler ses problèmes que ce soit sure le plan familial, communautaire, financier, privé ou professionnel.

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(4) Work Experience

Since the purpose of BJRT is to get the client directly, or through further training, into suitable employment, first-hand experience of one or more job situations may effectively complement other components of the program. It is therefore envisaged that trainees might, during training, spend one or more periods of about two to five days on various job sites. Experiences might range from observing to actually working on the job, but in any case the trainee would receive no pay other than his normal allowance and would remain the responsibility of the training institution.

(4) Expérience

Comme le but de la formation préparatoire à l'emploi est de placer l'usager dans un emploi convenable, soit directement, soit au moyen d'une formation plus poussee, l'expérience vécue sur le tas, pourrait compléter les autres éléments du programme. On prévoit donc que les stagiares, au cours de la formation, puissent faire une ou plusieurs périodes de stage, de deux à cinq jours, dans différents emplois. L'expérience peut consister à observer ou à travailler effectivement, mais de toute façon, le stagiare ne reçoit aucune rémumération autre que son allocation ordinaire et relève toujours de l'établissement de formation.

(5) Job Orientation

The learning of some basic occupational skills as a part of BJRT has several potential benefits. The trainee may be able to make use of the skills in subsequent employment or training, he will be aided in developing appropriate work habits, he will gain experience of value in occupational decision-making, and both he and his counsellors will have the chance to assess aptitudes other than those he displays in the classroom. This training might be, for example, wood or metal working, automotive repairs, or typing. Such job orientation training will normally occupy a relatively small portion of the total training time.

(5) Orientation professionnelle

L'étude de quelques techniques professionnelles de base, dans le cadre de la Formation préparatoire à l'emploi, présente plusieurs avantages. En effet, le stagiaire peut avoir l'occasion de se servir de ces techniques dans son emploi ou dans sa formation ultérieure, et elles lui permettront de se créer des habitudes professionnelles appropriées. Il acqueraa ainsi également une expérience précieuse pour décider d'une profession et il aura aved ses Conseillers l'occasion d'évaluer d'autres aptitudes que celles qu'il a manifestées en classe. Il pourrait, par exemple, apprendre les techniques de base du travail sur bois ou métal, de la réparation d'automobiles ou de la dactylographie. Cette formation,

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(6) Job-Search Techniques

The Department's "Creative Job-Search Techniques" program has demonstrated the benefits of brief periods of training in the practical techniques of finding work. This program, or others like it, may be included in BJRT. The program mighy be utilized as a distinct package or integrated into other components such as life skills or communication. CMCs might find it advantageous to participate in presentin job-search training in colloboration with regular instructional staff.

ORIENTATION AND COUNSELLING

4. (1) The availability of adequate counselling services throuthout the client's period of training is vitally important to a program serving the types of clients for which BJRT is intended. Provision should be made in designing the BJRT course to ensure that appropriate services are offered to all clients both upon entry and during their time on course. Moreover, particular attention will need to be paid to the period during which BJRT clients make the transition to the labour force. The staff of both the CMC and the training institution may be involved in providing various forms of counselling services.

d'orientation professionnelle pour ainsi dire, n'accaparera qu'une petite portion du temps consacré à la formation.

(6) Méthode de recherche d'emploi

Le Programme de la méthode dynamique de recherche d'emploi du Ministère a révélé les avantages de brèves périodes de formation sur la façon de chercher un emploi. Ce programme, et d'autres semblables, peut être inclus dans la formation préparatoire à l'emploi. Il peut être utilisé seul, ou combiné à d'autres éléments comme la dynamique de la vie ou les communications. Les CMC trouveront peut-être avantageux d'offrir le cours sur la recherche d'un emploi en collaboration avec le personnel enseignant.

ORIENTATION ET CONSEIL

4. (1) Il est essentiel de disposer des services de conseil appropriés au cours de la période de formation quand un programme dessert le genre d'usagers auxquels la formation préparatoire à l'emploi s'adresse. Lorsqu'on élabore le cours, on devrait s'assurer que les services appropriés sont offerts aux usagers dès le début du cours et pendant le cours. En outre, on devra porter une attention toute particulière à la période de transition ou les usagers s'intègrent à la population active. Les personnels du CMC et de l'établissement d'enseignement peuvent être appelés a fournir diverses formes de conseil professionnel.

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(2) The recognition that factors beyond the reasonable scope of Manpower Training may adversely affect the client's success in becoming a productive member of the labour force will, in some cases, necessitate the utilization of services which can only be provided by outside agencies. Among the services likely to be needed by some clients or their families are personal, financial or family counselling, medical care, special financial assistance, etc. Close working relations will need to be established with the community and provincial agencies to ensure that needed services are made available. In addition, it may br expected that some of these agencies will become a major source of clients for BJRT.

CLIENT SELECTION

5. (1) Clients to be nominated for BJRT should be selected from the unemployed and underemployed for whom regular BTSD or skill training appears unsuitable, and who appear capable of improving their employment prospects as a result of the combination of academic training and ancillary activities to br offered under BJRT.

(2) If the individual who could derive greatest benefit under the BJRT program are to be reached, it may not be sufficient to rely upon normal

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(2) Si certains facteurs dépassant la portée de la formation de la main d'oeuvre peuvent défavoriser l'usager et l'empêcher de devenir un membre productif de la population active, on devra avoir recours alors à des services qui ne peuvent être fournis que par des organismes extérieurs. Parmi les services dont les usagers ou leur famille auront probablement besoin, memtionnous notamment les services de conseil personnel, financier ou familial, des soins médicaux, une aide financière spéciale, etc. On devra collaborer étroitement avec les organismes communautaires et provinciaux pour s'assurer que les services nécessaires sont disponibles. En outre, certains de ces organismes deviendront sans doute une source importante d'usagers pour la formation préparatoire à l'emploi.

SÉLECTION DES USAGERS

5. (1) Les usagers, qui seront envoyés au cours de formation préparatoire à l'emploi, seront choisis parmi les chômeurs ou les travailleurs sous-employés auxquels les CPFP ou les cours de formation professionnelle ne conviennent pas et qui semblent avoir des chances d'améliorer leurs perspectives d'emploi grâce à la formation scolaire et aux autres activités offertes dans le cours de formation preparatoire à l'emploi.

(2) Pour arriver à atteindre les personnes qui peuvent bénéficier le plus de cette formation, il ne suffira peut-être pas de se fier à la procédure habituelle

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CMC procedures. It will therefore, often be necessary to undertake active programs which reach out to identify potential clients and their specific needs. Where necessary the Agency Relations Section at regional headquarters will provide liaison between the various provincial agencies and community groups working with disadvantaged clients. Special Program Counsellors and Consultants will assist CMC Counsellors in identifying clients who can benefit from BJRT.

(3) If clients are to realize maximum benefit from BJRT, it is important that the training form part of more comprehensive plans for skill development designed to lead to a career in a suitable occupation. These plans should, of course, be flexible and should be formulated and amended in response to the client's emerging aptitudes and needs. In the case of many BJRT clients, initial plans will necessarily be somewhat general, focussing upon the immediate need to upgrade education and explore skill development needs and career possibilities. As training progresses, however, more precise plans should be formulated as to the extent of BJRT required and the possible activities which might follow. Indeed, the development of such plans should be an important priority of both training authorities and the responsible manpower officers during the client's period in training.

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des CMC. Il sera donc souvent necessaire de créer des programmes dynamiques qui permettront d'atteindre et d'identifier les usagers éventuels ainsi que leurs besoins particuliers. Au besoin, la Section des relations avec les organismes, au Bureau régional, établira la liaison entre les divers organismes provinciaux et les groupes communautaires qui s'occupent d'usagers désavantagés. Les Conseillers en programmes spéciaux et les Consultants aideront les Conseillers des CMC à identifier les usagers qui peuvent tirer profit de la formation préparatoire à l'emploi.

(3) Afin que les usagers tirent le meilleur parti possible de la formation préparatoire à l'emploi, il importe que la formation soit intégrée à un plan plus complet de perfectionnement des aptitudes menant à une carrière dans une profession qui convient à l'usager. Ce plan doit évidemment être souple, et doit être formulé et modifié en fonction des besoins de l'usager et des aptitudes qu'il manifeste. Pour bien des usagers recevant la formation préparatoire a l'emploi, le plan initial sera nécessairement général et centré sur la nécessité de parfaire l'éducation et de découvrir les besoins de perfectionnement des aptitudes et les possibilités de carrière. Cependant, au fur et à mesure de la formation, il faudra préciser le plan en ce qui concerne la durée du cours et les activités qui pourraient le compléter. De fait, les autorités responsables de la formation et les agents de main-d'oeuvre responsables du stage de formation doivent accorder la priorité à l'élaboration de ce plan.

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(4) The fact that many clients will lack a distinct occupational goal at the commencement of training should be recognized in completing the required MAN 500E form. An occupational goal should be entered only when the counsellor believes the client to be both firm and realistic in his occupational plans.

(4) Au moment de remplir le formulaire MAN 500, il faudra tenir compte du fait que plusieurs usages n'auront pas d'objectif professionnel précis au début de leur formation. Le Conseiller n'instrira un objectif professionnel que lorsqu'il sera convaincu que le client est détérmine et réaliste dans ses aspirations professionnelles.

(5) The revised policy on training duration will permit additional periods of training after the client has gained suitable work experience. The periodic reassessment of the client's progress and the reformulation, where necessary, of his skill development plan should ensure that the individual derives maximum benefit from training and will provide the opportunity for him to participate in making all decisions affecting his own future. The training institution should be able to provide assistance in this process and should be consulted regularly.

(5) La modification de la potitique relative à la durée de la formation permettra d'offrir des périodes supplémentaires de formation une fois que l'usager aura acquis une expérience suffisante. L'évaluation régulière des progrès de l'usager et au besoin la reformulation de son plan de perfectionnement des aptitudes assureront que l'usager tirera le meilleur parti possible de la formation et lui permettront de participer aux décisions concernant son propre avenir. L'établissement de fpr,atopm devraot etre utile en la matiere et devrait être consulté de façon suivie.

## SOCIAL TRACK OF THE ADULT BASIC EDUCATION PROGRAM

Offered at Red River Community College
under the title of Human Relations

Offered at Assiniboine Community College
under the title of Life Skills

Offered at Keewatin Community College
under the title of Basic Job Readiness
Training, Social track

## THE SOCIAL ASPECT ("LIFE SKILLS") OF THE ABE PROGRAM

Problem solving behaviors appropriately and responsibly used in the management of personal affairs may be generically termed "life skills". The ABE program's "life skills" consists of the following major areas; Personal Skills, Human Relations, Money Management and Family Life, Health Education, Community and Leisure, Citizenship and Government.

During the time spent (approximately 4 months) in life skills training a student may learn such skills as effective listening, interviewing, goal setting, questioning, using feedback, deferring judgment etc. These skills may be used to improve personal appearance, help others, set goals, handle negative behaviors, etc.

Programs involving "life skills" are being conducted across the country. In some programs the "life skills" is synonymous with group therapy in others it involves more information giving or coping skills. In some programs it is being done by the classroom teacher, in others by skilled non-teaching personnel.

The picture that is emerging is that the "life skills" course offered is dependent on several variables, namely, client needs, geographical location (urban versus rural), resources available, philosophy of the institution offering the course and also the availability of appropriate personnel.

In Manitoba it is becoming apparent that until such time as we are able to develop new and existing personnel capable of delivering the total "life skills" package our approach will have to be moderate and selective e.g. regular classroom instructors are presently better able to deliver topics in Money Management, Health Education, Community and Leisure and Citizenship and Government as opposed to Personal Skills and Human Relations.

Generally where"life skills" are being offered as part of the new ABE thrust there appears to be a decrease in attrition rates, higher motivation, earlier graduation and generally greater self-directedness on the part of the students.

## Social Track of the A.B.E. Program as offered at Red River Community College

The Human Relations course which is offered in the A.B.E. program includes units on the following areas:

1. Personal Skills
2. Human Relations
3. Money Management and Family Life
4. Health Education
5. Community and Leisure
6. Citizenship and Government

A comprehensive resource book has been compiled for use by instructors on a students' needs basis. As pointed out in the preface of the book, optimum utilization will occur if the topics to be covered are mutually selected by both the instructor and stucents. "Heavy" personal growth activities should be omitted by instructors until they have developed the capabilities to deliver these aspects.

HUMAN RELATIONS

A course which allows students to experience personsal growth and to acquire skills in dealing woth problems of living in a complex and changing society. The course will be offered in two streams, i.e. Personal Growth and Coping Skills. Students may elect to take either stream or possibly both. While there may be some overlapping in content, the emphasis in each stream will be as follows.

Personal Growth

Method - In this stream through group discussions and group activities, students examine and evaluate themselves and their relationships to others. A high degree of personal involvement is required of participants. Each student who selects this stream must be willing to:

a) actively participate in the sessions
b) examine his values, attitudes, beliefs
c) evaluate present behaviors and try out alternative behaviors

Content - 1. Understanding self
Behavior and emotions; Self awareness and self acceptance; Values and attitudes; Responsibility; Decision making and problem solving; Independence; Self expression.

2. Interpersonal relationships
Communicating with family, friends, groups, authority; Interdependence by trusting, asking, giving, receiving; Examining roles and stereotypes

Coping Skills

Method - In this stream through group discussions, group activities and use of community sources students will gain a better understanding of some selected problems and of the resources available to solve them. A lower degree of personal involvement is required of participants in this stream than that required in the Personal Growth stream.

Content - 1. Money Management

Budgeting; Use of credit; Buying food and clothes wisely; Information about frauds; Banking; Insurance

2. Health Education

Nutrition; Sanitation; Disease; Drugs, alcohol and tobacco; Local health department; Safety

3. Family Life

Family planning; Parenthood; Family relationships

4. Citizenship and Government

Levels of government; Voting

5. Community and Leisure

Social agencies and services; Use of leisure time; Community involvement; Social problems

PRE-OCCUPATIONAL ASPECT OF MANITOBA'S ADULT BASIC EDUCATION PROGRAM

Offered at Red River Community College

Assiniboine Community College

Keewatin Community College

# PRE-OCCUPATIONAL ASPECT OF MANITOBA'S ABE PROGRAM

## INTRODUCTION

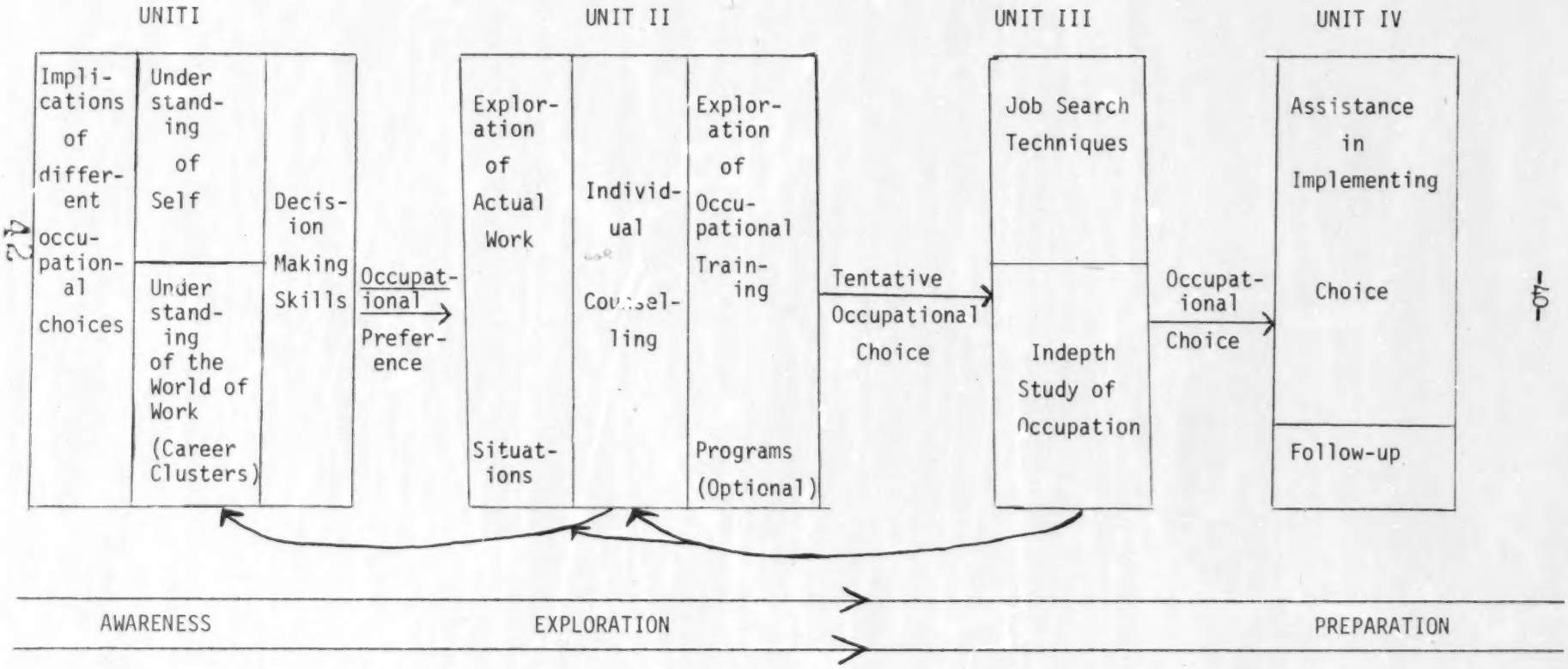
The major purpose of the pre-occupational track of Manitoba's ABE program is to enable students to get firsthand information about the World of Work and to get information about themselves that will assist them in crystallizing an occupational choice. The program is basid on the model contained in Figure 1 which represents a developmental approach to career decision making.

### The Model

The model is based on the assumption that occupational choice is part of the career developmental process which is viewed as one aspect of human development. Knoll (1970) suggests that career development is a continual process of compromising between the limitations and reality opportunities of the world of work and the knowledge one has about one's self. Bailey (1971) states that career development includes all work-relevant experiences and activities before and after entry into an occupation. Occupational choice therefore, is only a part of the process. Proponents of the theory of career development as opposed to those who support the trait factor theory of occupational choice suggest that in every occupation there are people possessing a variety of personal traits, while every person is equally suited to a variety of occupations (Zaccania, 1970). Trait factor theorists maintain and operate on the basis that for each individual there is one specific occupation for which he/she is especially suited and the purpose of assistance in occupational choice is to determine what this occupation is.

FIGURE I

A CONCEPTUAL MODEL FOR THE PRE-OCCUPATIONAL TRACK OF MANITOBA'S ADULT BASIC EDUCATION PROGRAM



The purpose of this program is to assist the person in finding an occupation with which he/she will be satisfied and which will meet his/her needs. For most people there will be a number of possible occupations available to them at the time they will be in the program. It is hoped that this occupation will not be viewed as the ultimate but rather that it is seen as a part of the individual's ongoing career development process.

The program is designed to move students from an Awareness stage through an Exploration stage to a Preparation stage. Unit I consists of four main areas of activity; 1) students first will become aware of the implications of different occupational choices through an examination of the life style or role required by various occupational choices, 2) Students will gain an understanding of their strengths and weaknesses, 3) concurrently students will explore a series of career clusters which will provide them with an understanding of the World of Work, and 4) students will learn decision making skills and use them in expressing an occupational preference. Crites (1069) suggests that an occupational preference is an expression of what possible future occupation might be and differs from occupational choice which is an intention to enter a specific occupation from occupational aspiration which is fantasizing what an occupation might be.

Upon expression of an occupational choice arrangements will be made for students to engage in a real exploration of an actual work situation. The major purpose of the exploration is for the student to find out firsthand whether the role required by a worker in the occupation preferred is one that he/she would want to adopt. This will be done by assigning students to a

specific worker on a buddy system and having the student observe the worker and the role required of him/her for a three to five-day period. Students may also be given the option of exploring an occupational training program in a similar manner subsequent to the work exploration if they wish to find out what is involved in training for the preferred occupation. This exploration system is based on the concept that real experiences are a great deal more meaningful to the student than the vicarious experiences -- reading pamphlets and other sources of occupational information, listening to tapes, watching films and film strips, etc. - that are usually the major part of career decision programs.

Upon completion of the occupational exploration activities the student should be counselled on an individual basis by the person who is primarily responsible for this part of their program. Examples of those who counsel are the teacher in a rural area, pre-occupational track coordinator in an urban setting, a college counsellor, or a combination if possible. The purpose of this counselling is to assist the student in determining if he/she is ready to move towards an occupational choice, either the occupation explored or one that is from the same cluster and similar in nature. The student who is ready is then at the stage where he/she has made a tentative occupational choice and proceeds to study job search techniques on a group basis and to make indepth study of the occupation on an individual basis. The student who is not ready to make a tentative occupational choice will return to Unit I and study another career cluster and engage in the exploration of another occupation.

Upon completion of the job search technique and indepth study of the occupation activities the student should have either crystallized his/her occupational choice or else be recycled through the process. A student who has crystallized his/her occupational choice will then be given assistance in implementing the cohoec. This will consist of helping him find a job, obtain on-the-job-training, or enrolling in the occupational training program needed to help him develop entry skills into the chosen occupation. Another important part of the process is giving assistance to the student during the first three months after he has left the program. This assistance will mainly be supportive in nature and is designed to help the student overcome any difficulties he might encounter in coping with his new occupational situation.

The model suggested is a tentative one and the order of the activities would appear to be a logical one. Implementers, however, should feel free to experiment with the activities suggested and adapt the program to meet the needs of their students.

Points to Consider

The following points should be considered in operating the program.

Developing awareness. If possible before starting the students into the program their awareness of the world of work should be increased. This can be done through the use of films, film-strips, television or field trips to large plants or businesses which feature a broad spectrum of occupations. The focus should be on the broad spectrum of occupations available rather than on a specific occupation. Development of awareness will vary from locale to locale

and should be suited to the students and the locale. The Awareness stage should not be viewed as a one shot effort.

Methods. The methods selected for use in the program are based on the concept that the type of student in the program will benefit more from active rather than passive participation. Discussions and real experiences are featured. The program includes some group work, some individual work, and out of school work.

Time frame. The program is designed to run for approximately 50 hours in school and at least one week out of school. The 50 hours in school will be spread over a number of weeks and will be offered concurrently with the other elements in the ABE program.

Instruction orientation. Teachers who will be involved in the delivery of the program will participate in a two to three day orientation to gain an understanding of the program and to become familiar with the materials.

Materials used in the program. The focus of the program was to develop a conceptual model that is appropriate for ABE students. Little attempt was made to develop original materials or resources but rather the program is designed to utilize materials that have already been developed. Some of these have been adapted in an effort to meet the needs of the ABE students.

Purpose of the program. The major purpose of the ABE program is to assist the student to become gainfully employed and to remain employed. The majority of students in ABE programs have not gone on to occupational training courses at institutions and the program should not focus on further institutional training but rather on the many occupations that are available to students on a direct entry basis from an ABE program. Remember the best thing that can happen to a student is for him/her to get a permanent job in the occupation of his/her choice. This can occur at any time in the program - the completion of all parts of the ABE program should not be seen as a necessary pre-requisite for graduation.